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ABSTRACT

The United States Mint 50 State Quarters Program launched a 10-year initiative in 1999, commemorating each of the nation's states in the order they were admitted into the Union. Approximately every 10 weeks (5 times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation. For each edition of state quarters, the U.S. Mint has developed three sets of lesson plans for grades K-1, 2-3, and 4-6. This teaching guide for grades 2-3 focuses on the 2003 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Illinois, Alabama, Maine, Missouri, and Arkansas. The guide includes 6 lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts, information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2003 quarter board. (BT)

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The Greatest Educational Change America Has Ever Seen, Grades 2-3. 2003 Lesson Plans.

United States Mint (Dept. of Treasury), Washington, DC.

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2003 Lesson Plans

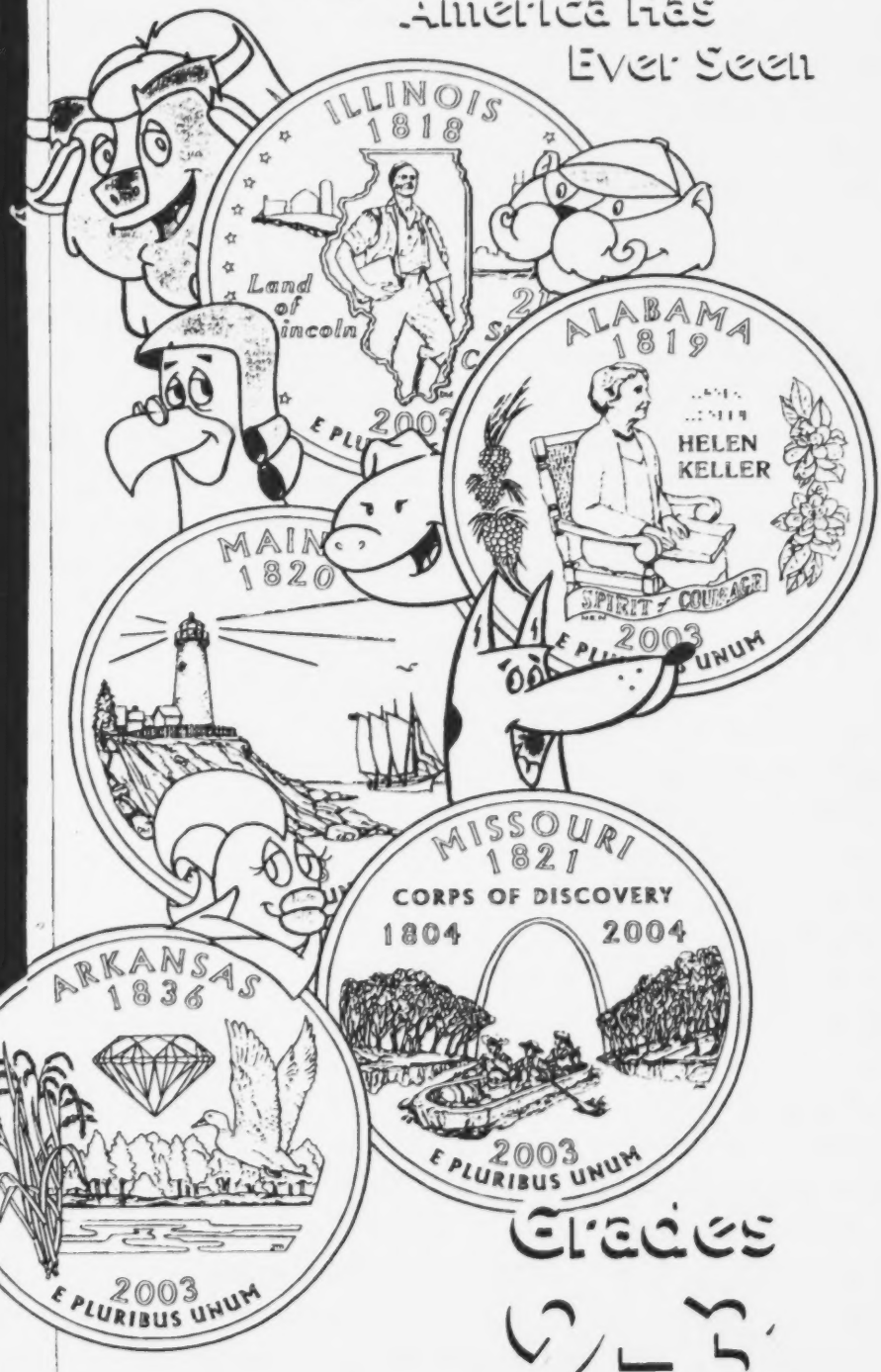
50 STATE QUARTERS
UNITED STATES MINT

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines

THE UNITED STATES MINT

The Greatest Educational Change America Has Ever Seen



Grades

2-5

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The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public three free sets of lesson plans (for grades K–1, 2–3, and 4–6) that are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 2003 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site ("HPC"). Appearing on the cover as well as within the plans themselves, the coin-loving HPC Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The United States Mint H.I.P. Pocket Change Web site, located at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, HPC introduces students to what's H.I.P. about coins—they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.

50 STATE QUARTERS UNITED STATES MINT

Visit us online at
www.usmint.gov/kids

h.i.p. pocket change™

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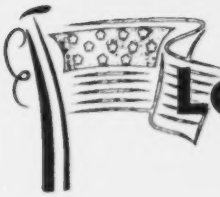
The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 2-3

	Objective	Connections	Groupings	Class Time	Page
1: Places We Live (Illinois)	Comparing rural and urban settings	• Language Arts • Social Studies	• Whole group • Individual work	Three 30- to 45-minute sessions	2
2: Special Traits (Alabama)	Learning about character traits	• Social Studies • Language Arts • Art • Science	• Whole group • Individual work	Two or three 30- to 45- minute sessions	9
3: Follow the Light (Maine)	Learning about lighthouses and navigation	• Social Studies • Language Arts	• Whole group • Individual work	Two 30- to 45-minute sessions	16
4: A Trip Back in Time (Missouri)	Exploring pioneer experiences	• Social Studies • Language Arts • Art	• Whole group • Small groups	Three 30- to 45-minute sessions	21
5: The Natural State (Arkansas)	Exploring natural resources	• Science • Social Studies • Language Arts • Art	• Whole group • Pairs • Individual work	Two 30- to 45-minute sessions	29
6: A Fraction of the Cost	Charting Coin Values and Quantities	Mathematics	• Whole group • Pairs	Two 30- to 45-minute sessions	36

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2003
Illinois, Alabama, Maine, Missouri, and Arkansas 43

United States of America Map 45

Reproducible Coin Sheet 46

50 State Quarters® Program Release Schedule 48

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1: Places We Live

Based on the Illinois quarter reverse

OBJECTIVE

Students will compare rural and urban communities and explore how they may change over time.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Illinois quarter reverse.
- 1 class map of the United States of America
- Colored pencils
- Scissors
- Copies of the "Rural/Urban Settings" worksheet
- Copies of the "Anywhere, U.S.A." worksheet
- 1 copy of an age-appropriate text that compares rural and urban living, such as:
  - *Bernelly and Harriet: The Country Mouse and the City Mouse* by Elizabeth Dahlie
  - *Milly and Tilly: The Story of a Town Mouse and Country Mouse* by Kate Summers
  - *I'll Meet You at the Cucumbers* by Lilian Moore
  - *Iris and Walter* by Elissa Haden Guest
  - *City Cats, Country Cats* by Barbara Shook Hazen
  - *The Little House* by Virginia Lee Burton
  - *Round Trip* by Ann Jonas
  - *Harry's Home* by Catherine and Lawrence Anholt
  - *Town and Country* by Alice Provensen
  - *Country Mouse in a Town House* by Henrietta
  - *Gila Monsters Meet You at the Airport* by Marjorie Sharmat

PREPARATIONS

- Make copies of the "Rural/Urban Settings" worksheet (1 per student).
- Make copies of the "Anywhere, U.S.A." worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the Illinois quarter reverse.
- Locate a text that compares rural and urban settings (see examples under "Materials").

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Comparing Rural and Urban Settings

GROUPINGS

- Whole group
- Individual work

CLASS TIME

Three 30- to 45-minute sessions

CONNECTIONS

- Language Arts
- Social Studies

TERMS AND CONCEPTS

- Rural
- Urban
- Community

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of preview and prediction skills (reading).

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Illinois quarter reverse. On a classroom map, have a pair of students locate Illinois. Note its position in relation to your school's location.
2. Point out the Illinois state outline, as well as both the rural and urban scenes. Discuss the words "21st State/Century" and how these two scenes represent the spectrum of living environments that exist in Illinois.
3. Ask if they know who the man is pictured on the coin. Take suggestions, prompting students to consider how he is dressed and what he is holding, etc.
4. Share "The Land of Lincoln" motto with the students. Ask if that might give a clue to the identity of the man.
5. Help students conclude that the man pictured is Abraham Lincoln, former president of the United States of America and that Illinois came to be his home state. When discussing Lincoln, relate his rise to the presidency to how he is depicted on the coin: dressed as a farm hand, setting aside his farm tools in favor of a law book.

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Places We Live

Note: Depending on your students' background knowledge, you may wish to share a book that explains that although President Lincoln was born in Kentucky and raised in Indiana, Lincoln moved to Illinois at the age of 21 where he studied and later became a lawyer. It is there that he rose to greatness and later was buried. Also describe how Lincoln began as a farm hand and laborer but then became a lawyer and later the President. Also, refer to lesson 1 in the 2003 K–1 packet for other instructional ideas.

6. Tell students that during Lincoln's life, he lived in both urban and rural settings. Ask them to explain the definitions of rural and urban and that Illinois has both settings in its borders.
7. Exemplify one or both of these settings within your own state or community using historical documents and images. Discuss your local community and how it has changed physically and demographically over time (use historical images if possible to supplement this activity). Tie this discussion to students' personal experiences about life in different settings.

Session 2

1. Introduce the students to the selected text.
2. As a group preview the text and illustrations to generate predictions about the story.
3. Display a class chart divided into two columns labeled "Rural (country)" and "Urban (city)".
4. Read the selected text to the class and see if their predictions were correct. As you read, stop occasionally to invite the students to describe each setting, and write their responses on the chart.
5. Discuss experiences that the students themselves have had in urban and rural settings. How were they similar or different to the experiences of the characters in the story?

Session 3

1. Pass out to each student the "Rural/Urban Settings" worksheet. Have students complete the Venn diagram by building on the class chart and story discussion.
2. Give each student an "Anywhere, U.S.A." worksheet, a pair of scissors and colored pencils or crayons. Instruct students to imagine that they are visiting a rural or urban area for the first time, having lived in the opposite setting all their lives.
3. Instruct each student to write a postcard message for a family member or friend describing imaginary experiences that might occur in their chosen environment.
4. Have students cut out the postcard on their worksheet. On the front of the postcard,

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students should illustrate the setting that they wrote about to their family member or friend.

5. Display each student's work in the classroom.

ENRICHMENT/EXTENSIONS

- Have students plot a trip across their state or area of the country, researching the urban or rural qualities of towns that they plan to visit along the way.
- Find pen pals that live in a different type of setting. Encourage students to share their letters with the class.
- If possible, take students on a field trip to a local farm and/or a location within a city to help students see the similarities and differences between rural and urban settings.
- Create a classroom center where students can cut out pictures from magazines that depict rural and urban settings. Have students then group these images on a class chart or bulletin board according to their appropriate category.
- Incorporate an additional literature selection into this activity about the life of Abraham Lincoln, such as:
  - *A Picture Book of Abraham Lincoln* by David Adler
  - *Abraham Lincoln* by Ingri and Edgar D'Aulaire
  - *Abe Lincoln's Hat* by Martha Brenner
  - *Meet Abraham Lincoln* by Patricia A. Pingry
  - *Young Abraham Lincoln: Log Cabin President* by Andrew Woods

DIFFERENTIATED LEARNING OPTIONS

- Have students illustrate differences they found in the urban and rural settings described in the book.
- Have students group a collection of postcards according to urban and rural qualities pictured.
- Invite students who have recently moved into your community to write letters, or give presentations to the class describing their former community. Encourage students to share pictures with the class as well.

HPC CONNECTION

Invite your students to visit the "Coins Are Coming" section of HPC to find other quarters that show urban or rural settings. For example, Kentucky pictures a horse by a fence in the countryside; the Indiana quarter shows a race car. (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq.cfm)

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NAME_____ DATE_____

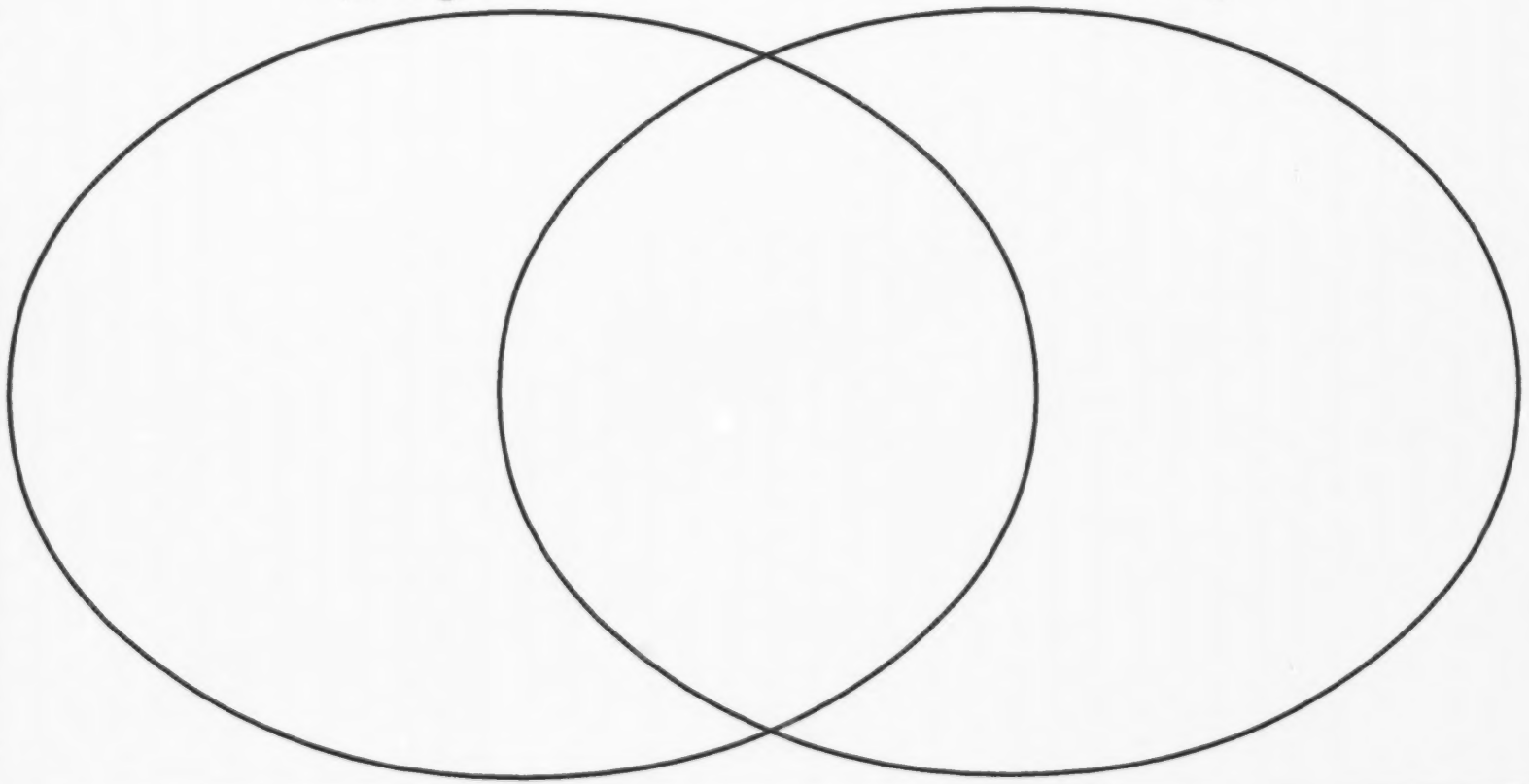
Rural/Urban Settings Venn Diagram

DIRECTIONS

Write or draw the names of the settings being compared on the lines below. Fill in the Venn diagram with similarities and differences.

_____ (Setting)

_____ (Setting)



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Anywhere, USA

DIRECTIONS

Imagine that you are visiting a rural or urban area for the first time.

1. Write a postcard to tell someone about this setting.
2. Cut out your postcard.
3. Draw a picture of this setting on the opposite side of your postcard.

TO: _____

_____

_____

Illinois Quarter Reverse

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2: Special Traits

Based on the Alabama quarter reverse

OBJECTIVES

Students will read an age-appropriate text to learn about the woman featured on Alabama's quarter reverse, Helen Keller. They will use graphic organizers to record what they have learned about this woman.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Alabama quarter reverse
- 1 class map of the United States of America
- 1 copy of an age-appropriate text that relates to the life of Helen Keller, such as:
  - *Helen Keller: Courage in the Dark* by Johanna Hurwitz
  - *Young Helen Keller: Woman of Courage* by Anne Benjamin
  - *A Picture Book of Helen Keller* by David A. Adler
  - *Helen Keller (On My Own Biographies)* by Jane Sucliffe
  - *Helen Keller* by Wendy Watson
  - *Helen Keller: Crusader for the Blind and Deaf* by Stewart and Polly Anne Graff
  - *Helen Keller & Annie Sullivan: Working Miracles Together* by Jon Zonderman
- Chart paper
- Copies of the "What's in a Name?" worksheet
- Coat hangers
- String
- 5-by-8-inch index cards (4 per student)
- Markers, crayons, and/or colored pencils
- Pencils

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Alabama quarter reverse.
- Locate a text that relates to the life of Helen Keller (see examples under "Materials").
- Make copies of the "What's in a Name?" worksheet (1 copy per student).

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Learning about Character Traits

GROUPINGS

- Whole group
- Individual work

CLASS TIME

Two or three 30- to 45- minute sessions

CONNECTIONS

- Social Studies
- Language Arts
- Art
- Science

TERMS AND CONCEPTS

- Reverse (back)
- Deaf
- Courage
- Helen Keller
- Character traits
- Attributes/traits
- Blind
- Braille

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Writing to inform
- The five senses

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Alabama quarter reverse. On a classroom map, have a pair of students locate Alabama. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to point out what they see on this coin, paying particular attention to the relief of Helen Keller, the Braille writing, and the words "Spirit of Courage." Ask students if they know who the woman is on the coin.

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Special Traits

3. With the entire group, create a K-W-L chart to examine what students Know and Want to know about this courageous woman. Leave the Learn column empty for now.
4. Select an appropriate children's text about the life of Helen Keller and, as a group, preview the text and its illustrations. Invite students to generate predictions about what is occurring at different points in the story.
5. Read this story as a group and attend to any unfamiliar vocabulary. Also, discuss what difficulties Helen had to face because she was not able to hear or see.
6. As a class, complete the Learn column of the K-W-L chart.

Session 2 (and 3 if necessary)

1. With the students, revisit the story about Helen Keller, referring to the K-W-L chart.
2. Reflect on the words "Spirit of Courage" and discuss why the students think the state selected these words to include with the image of Helen Keller.
3. Distribute the "What's in a Name?" worksheet and discuss the difference between a physical trait and a character trait.
4. Invite your students to reflect independently on some of the other character attributes of Helen Keller that made her such a memorable member of society. On the "What's in a Name" worksheet, your students should list four different character traits and support their choices with sentences describing events from the story which impacted Helen's development.
5. Once students have completed this worksheet, explain that they will use this information to create a mobile which will graphically display the characteristics that they noted earlier.
6. Each student should think of a symbol that relates to the event where each trait was demonstrated. For example, if one of the traits is "smart," and the student wrote about the first time Helen Keller understood Anne Sullivan's hand signs, the symbol for this encounter could be the water pump where this understanding took place. The students should each draw a picture of that image on one side of an index card.
7. On the other side of the card, the students should copy the sentence that they wrote to describe that trait on their "What's in a Name" worksheet. Model steps 4 to 7 for the students.
8. Students will repeat these steps for all four of their character traits.

Note: Once students have completed their work, punch a hole into the top of each card. Construct the mobiles, or have the students measure and cut string to assemble their own mobiles.

9. Once all work has been completed, revisit the Alabama quarter and look at the words that say, "Spirit of Courage." Discuss whether or not this is a phrase which adequately describes Helen Keller.

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Special Traits

ENRICHMENT/EXTENSIONS

- Students could perform the same tasks based on another courageous person whom they've read about, including Helen Keller's teacher and friend, Anne Sullivan.
- Invite students to discuss times when they have difficulty understanding, and what strategies they use to help ideas become clearer to them.

DIFFERENTIATED LEARNING OPTIONS

- Print and enlarge clip art shapes of the students' choice rather than having the student draw a symbol of their own. The can color and paste it to the first side of the drawing paper.
- Have students work in pairs to determine character traits that best describe Helen Keller.

HPC CONNECTION

To learn about other great women who have appeared on Mint products, visit Inspector Collector's display of Women's History Medals. They are in the "Medal Mania" workshop of "Camp Coin." (http://www.usmint.gov/kids/index.cfm?fileContents=/kids/campcoin/medalMania/WomensHistory.cfm)

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NAME_____

What's in a Name?

INSTRUCTIONS

In the "Character Trait" spaces, write four traits that describe Helen Keller's personality. Support each trait with an event from Helen's life where it was demonstrated.

EVENT

_____

_____

_____

_____

_____

CHARACTER TRAIT

_____

EVENT

_____

_____

_____

_____

_____

CHARACTER TRAIT

_____

HELEN KELLER

CHARACTER TRAIT

_____

EVENT

_____

_____

_____

_____

_____

CHARACTER TRAIT

_____

EVENT

_____

_____

_____

_____

_____

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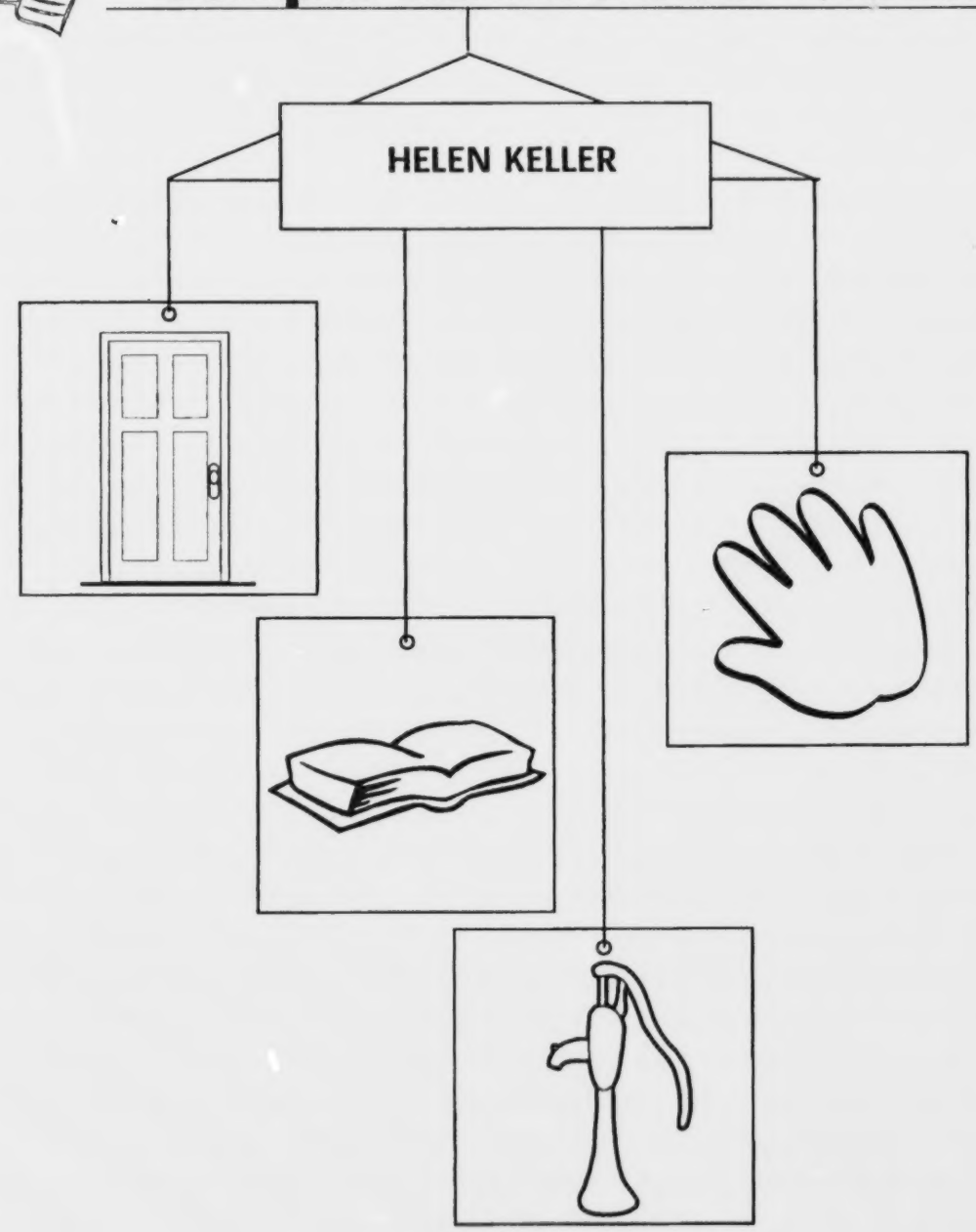
Sample Helen Keller Mobile



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Alabama Quarter Reverse

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3: Follow the Light

Based on the Maine quarter reverse

OBJECTIVES

Students will explore the purpose of lighthouses as a means of assisting navigation, and will demonstrate their ability to follow cardinal directions.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Maine quarter reverse
- 1 class map of the United States of America
- 1 copy of an age-appropriate text that relates to lighthouses, such as:
  - *The Little Red Lighthouse and the Great Gray Bridge* by Hildegarde Hoyt Swift
  - *Beacons of Light: Lighthouses* by Gail Gibbons
  - *Birdie's Lighthouse* by Deborah Hopkinson-Smith
  - *Littlest Lighthouse* by Ruth Sexton Sargent
  - *Keep the Lights Burning, Abbie* by Connie Roop
- Copies of the "Lighting the Way" worksheet
- 1 overhead transparency (or photocopy) of the "Lighting the Way" worksheet

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Maine quarter reverse.
- Locate an appropriate text that relates to lighthouses. (See examples under "Materials.")
- Make copies of the "Lighting the Way" worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the "Lighting the Way" worksheet.

GROUPINGS

- Whole group
- Individual work

CLASS TIME

Two 30- to 45-minute sessions

CONNECTIONS

- Social Studies
- Language Arts

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Learning about Lighthouses

TERMS AND CONCEPTS

- Lighthouse
- Map
- Cardinal directions
- Compass rose

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- U.S. Geography
- Map skills
- Cardinal directions

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Maine quarter reverse. On a classroom map, have a pair of students locate Maine. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize on the coin's reverse: a lighthouse, a rocky coastline, a ship, and seagulls. Provide graphics or physical examples to intorduce new vocabulary. Ask students why they think these elements were chosen to represent Maine, referring to Maine's location on the classroom map where necessary.
3. Explain to the students that the lighthouse on the coin is meant to be a rendition of a specific lighthouse, the Pemaquid Point Light, which is one of the most visited tourist destinations in Maine. This image is also representative of the more than 60 lighthouses that line the shores of Maine's rocky coast.
4. Introduce students to a selected text about lighthouses.
5. As a group, preview the text and illustrations to generate predictions about the story.
6. Read the selected text to the class and see if their predictions were correct.
7. Ask students to list any information that they have learned about lighthouses. (The basic information students should mention is that lighthouses exist in places that are difficult to navigate, and they help to guide sailors, particularly in the dark.)
8. While conducting this discussion, guide students' thinking by asking how they think sailors can tell the lighthouses apart. Record all student responses.

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Follow the Light

Note: If not mentioned by students, explain that lighthouses are each painted differently so that sailors can tell them apart in the day time. To help sailors tell the differences between lighthouses at night, each has a different pattern of flashing light called its characteristic. To help in bad weather conditions, when sailors cannot see the light pattern clearly, each lighthouse also has a specific sound pattern emitted by a fog horn.

Session 2

1. Ask students what resources they would use in order to find a specific location. (Students should list ideas such as maps, compasses, charts, and atlases.)
2. Find the cardinal directions in your classroom and label north, south, east, and west on the walls.
3. Explain that in this activity, students will follow directions on a map to find a variety of different lighthouses along the shoreline.
4. Distribute the "Lighting the Way" worksheets to students.
5. Review the directions as a class. Take time to review the compass rose as well.
6. Have students work independently to complete their maps.
7. Once complete, display an overhead version of the "Lighting the Way" worksheet. Ask a student to read each set of directions aloud, and ask a different student to come to the overhead projector and follow the directions as they were read.

ENRICHMENT/EXTENSION

Allow students to take the opportunity to research the location of concentrations of other lighthouses in the United States. Students can select and explore information about a lighthouse of particular interest to them, and use a media style of their choosing to present the details that they learned.

DIFFERENTIATED LEARNING OPTION

When reviewing directional vocabulary, invite students to act out the movements detailed on the "Lighting the Way" worksheet. Label the classroom's cardinal directions and have students take turns reading and physically following the worksheet's instructions.

HPC CONNECTION

To get more practice with map skills, test the "Mapping America" lesson plan. Download it from among the 2002 plans in the 2002 50 State Quarters® Program collection in the Teachers section of HPC. (http://www.usmint.gov/kids/index.cfm?fileContents=/kids/teachers/lessonPlans/lesson_select.cfm&grade=2)

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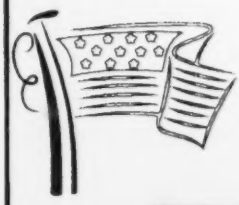
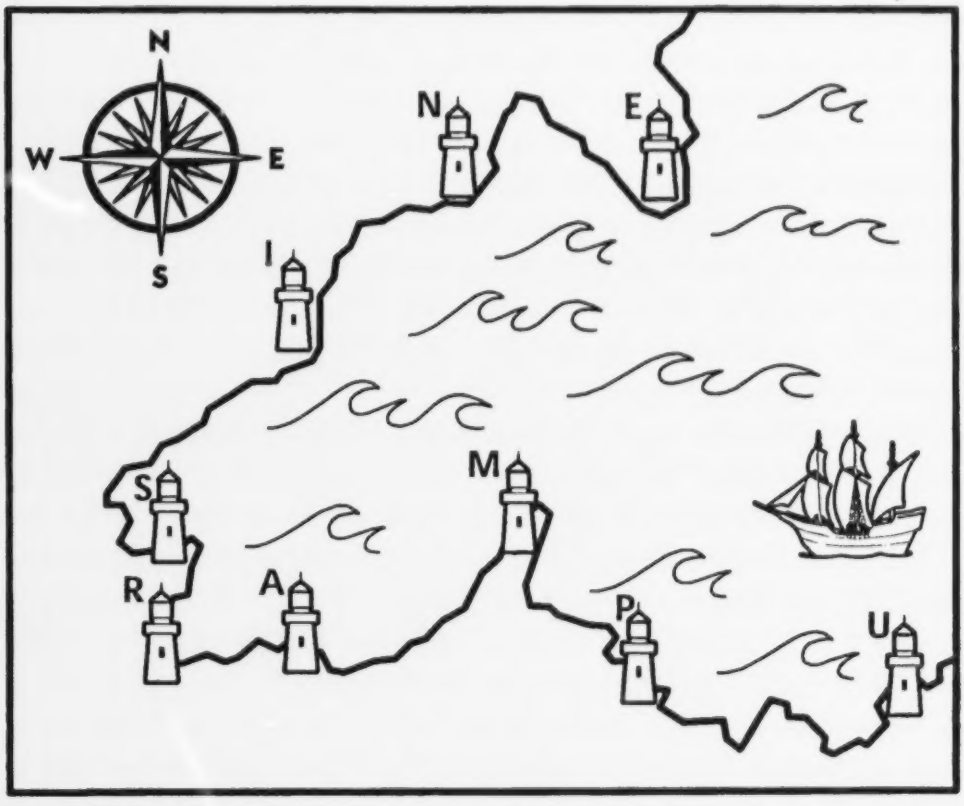


Lighting the Way



This ship needs to visit many ports, and is using lighthouses to find its way. Follow the directions below to draw the ship's route on the map. Write the letter of the correct lighthouse on each line.

1. Begin at the ship and travel west to reach lighthouse _____.

2. From this lighthouse, sail southwest to reach lighthouse _____.

3. From this second lighthouse, travel north to lighthouse _____.

4. From this lighthouse, go northeast to lighthouse _____.

5. Finally, sail east to reach your final port, lighthouse _____.

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Maine Quarter Reverse

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4: A Trip Back in Time

Based on the Missouri quarter reverse

OBJECTIVES

Students will analyze the experiences of pioneers in the 1800s, and will reflect on these experiences through artistic and written means.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Missouri quarter reverse
- 1 class map of the United States of America
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse (see page 22 of the 2002 50 State Quarters® Program lesson plans, grades 2–3, lesson 3: Mapping America)
- 1 overhead transparency (or photocopy) of the Louisiana Purchase map (see page 19 of the 2002 50 State Quarters Program lesson plans, grades 2–3, lesson 3: Mapping America)
- Copies of age-appropriate texts that describe pioneer and frontier life, such as:
  - *Westward Ho!: The Story of the Pioneers* by Lucille Recht Penner
  - *Wagon Train* by Sydelle A. Kramer
  - *The Wagon Train (Life in the Old West)* by Bobbie Kalman
  - *Prairie Dog Pioneers* by Jo and Josephine Harper
  - *Westward Ho with Ollie Ox!* by Melanie Richardson Dundy
  - *Roughing It on the Oregon Trail (The Time-Traveling Twins)* by Diane Stanley
  - *Covered Wagons, Bumpy Trails* by Verla Kay
  - *Sunsets of the West* by Tony Johnston
  - *Dandelions* by Eve Bunting
  - *New Hope* by Henri Sorensen
  - *Buffalo Thunder* by Patricia Wittmann
- Copies of the "Pioneer Pages" worksheet
- Lined writing paper
- Copies of the "Time Capsule" worksheet
- Scissors
- Crayons and/or colored pencils

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Missouri and Louisiana quarter reverses.

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Exploring Pioneer Experiences

- Locate several texts that describe pioneer and frontier life (see examples under "Materials," 1 different book for each group).
- Make copies of the "Pioneer Pages" worksheet (1 per person).
- Make copies of the "Time Capsule" worksheet (3 per group).

GROUPINGS

- Whole group
- Small groups

CLASS TIME

Three 30- to 45-minute sessions

CONNECTIONS

- Social Studies
- Language Arts
- Art

TERMS AND CONCEPTS

- Pioneer
- Time capsule
- Corps of Discovery
- Gateway Arch
- Gateway to the West
- Territory

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The order in which states were admitted to the union
- The Louisiana Purchase

STEPS

Before this lesson, it is suggested that teachers introduce students to the Louisiana Territory through the 2002 Louisiana quarter lesson plan that is part of this series.

Session 1

1. Describe the 50 State Quarters Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Missouri quarter reverse. On a classroom map, have a pair of students locate Missouri. Note its position in relation to your school's location.

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A Trip Back in Time

2. With the students, examine the design on this coin's reverse. As a class, identify the objects on the coin's reverse: the Gateway Arch that now stands in St. Louis, MO, and three men paddling down the river in a canoe.

Note: At this point, take the opportunity to explain that the Gateway Arch is a recent structure and it did not exist during this time of exploration. It is a symbol of the growth of our country.

3. Examine the words "Corps of Discovery" and explain that this was a name used by the team of American explorers who left from St. Charles, Missouri, to travel westward and explore this new territory.
4. Reference the Louisiana quarter and review the idea that the land purchased as a part of the Louisiana Purchase meant that there were new places within the United States for people to explore and where people could live.
5. Using the classroom map, once again point out the location of Missouri. Drawing from previous knowledge, ask students to name some of the states that were part of the United States before Missouri (reference the 50 State Quarters Program and note that the states whose quarters were released before Missouri's were already part of the union). Students should notice that all of these states lie on the eastern half of the United States.
6. Write the word "gateway" for the students to see, and work with students to break this word into two easily readable words, "gate" and "way". Ask students to look at those two words and try to figure out what a gateway might be.
7. Once students determine that a gateway is a location that serves as a means of access, introduce the idea that Missouri is known as the "Gateway to the West." Ask students what they think this means. Missouri is known as the Gateway to the West because the first explorers who explored the west (the Corps of Discovery) left from Missouri, and numerous pioneers left from Missouri to travel westward to explore and settle this new territory.
8. Begin a "jigsaw" activity, where students will explore pioneer life, by splitting students evenly into small reading groups.
9. Distribute a "Pioneer Pages" worksheet to each student. Read the directions and the questions on this worksheet with the students.
10. Distribute a different story about pioneer life to each reading group, and direct the students to take turns reading this book aloud.
11. After reading the book, the group should discuss the answers to each question and each team member should complete their "Pioneer Pages" worksheet.

Session 2

1. Depending on the time between sessions, allow students to review their notes from their "Pioneer Pages" worksheets in same-book pairs.

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A Trip Back in Time

2. Place each student in a second group that contains one member from each of the previous reading groups.
3. In these new groups, the students will take turns sharing the stories that their groups read. They will take turns describing each story's plot, and will also address the information that they collected while reading.
4. After discussing all of the different stories, each of these second groups will write a paragraph that generally describes pioneer life.
5. Distribute 3 "Time Capsule" worksheets to each group (More or fewer worksheets may be supplied depending on the size of each group).
6. Direct the groups to imagine that they are going to create a time capsule of items that would have belonged to a pioneer in the 1830's. These time capsules should incorporate items that represent common themes or materials discussed in each book. The groups should discuss and decide upon six items that they would include in this time capsule.
7. Students will then cut the "Time Capsule" worksheets in half and distribute one half to each group member. A member of each group will be assigned an item to draw and label. Each member will also write a description about the ways in which that item represents the time period and lifestyle of pioneers.
8. Students will take time to practice presenting their time capsules to the class.

Session 3

1. Each group will present their paragraphs and time capsules to the class. Students from other groups should be encouraged to ask questions to the presenting group, once the presentation is complete.
2. Display each group's time capsule appropriately within the classroom.

ENRICHMENT/EXTENSIONS

- Ask students to imagine that a time capsule from present day somehow made its way back to the 1800's. What would it include? How would pioneers react to these items? How would these things make their lives different and in what specific ways?
- Invite students to either create or find an appropriate container in which to store their "Time Capsule" materials. When presenting their time capsules to the class, invite the students to discuss the time capsule's container and why it is appropriate for this time period.

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A Trip Back in Time

DIFFERENTIATED LEARNING OPTIONS

- Rather than drawing pictures of the items that they would include in their time capsules, students could bring in items from home, or cut out images from magazines of items to include in their time capsules.
- With younger students, work as a whole class to determine appropriate items to place in the time capsule. After recording all suggestions on a class chart, each student could select one item from the list to draw and describe.

HPC CONNECTION

Exploration and expansion has been such a significant part of American history that the mint has created several coins to celebrate its importance. Find out about one of them by investigating January 2000's Coin of the Month, the 1926 Oregon Trail Memorial Half Dollar, in the Coin News area of HPC (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/cotm0100.cfm).

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NAME_____ DATE _____

Pioneer Pages

DIRECTIONS

Look over these questions before reading your pioneer story. After reading it, discuss these questions with your group. Write the answers in the spaces provided.

Where does the story take place? (If across several states or areas, list each of these places.)

Who are the characters in the story?

What are the major events of the story?

What did the characters bring with them on their travels?

What hardships did the characters face?

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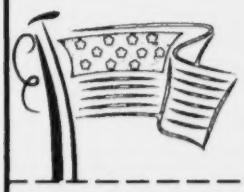

Time Capsule

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Missouri Quarter Reverse

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5: The Natural State

Based on the Arkansas quarter reverse

OBJECTIVES

Students will identify man-made materials that are derived from natural resources. Students will also reflect on how their world would be different if our natural resources were not available.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Arkansas quarter reverse
- 1 class map of the United States of America
- An assortment of natural and man-made materials or illustrated examples
- Copies of the "Natural State" cards
- Pencils
- Crayons and/or colored pencils
- Lined paper or writing journals

PREPARATIONS

- Make an overhead transparency (or photocopy) of the Arkansas quarter reverse.
- Make copies of the "Natural State" worksheets (1 per pair).

GROUPINGS

- Whole group
- Pairs
- Individual work

CLASS TIME

Two 30- to 45-minute sessions

CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art

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Exploring Natural Resources

TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Natural resources
- Man-made
- Resource

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of items found in nature.

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Arkansas quarter reverse. On a classroom map, have a pair of students locate Arkansas. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a duck (mallard) in flight, a forest, a river, a diamond, and several stalks of rice.
3. Ask students why they think Arkansas chose to put these images on their quarter. To prompt student thinking, explain that a nickname for Arkansas is "The Natural State." Answers should relate to the idea that Arkansas has many natural resources.
4. Ask students to identify the materials from which these items are made. Students should note that these items are not made of other materials. They occur in their original state in nature and are not made by humans.
5. Referring to the prepared collection of man-made materials and natural resources, ask the students whether or not these items could be found in nature. If an item is not a natural resource, ask the students from what they think it is made.

Note: At this point, the teacher may wish to explain that while these items are all materials that come from nature, most of these items would also be labeled as natural resources, meaning that they are materials that occur in their natural state but also have economic value. Identify the duck, diamond, rice, trees, and water as natural resources on the quarter reverse.

6. Introduce students to the "Natural State" matching game, where students will match man-made materials to the natural resources that were used to make them. This game will give students the opportunity to see the numerous ways we rely on natural resources in our daily life.

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The Natural State

7. Break students into pairs and distribute 1 copy of the "Natural State (1)" cards to each group.
8. As a class, review the "Natural State (1)" cards, discussing the relationship between each resource and the product below, which is made using that resource.
9. Once students demonstrate understanding of this concept, distribute 1 copy of the "Natural State (2)" cards to each group.
10. Direct students to work with their partners to determine, draw, and label a picture of a product that comes from the material listed on the card that shows the same number. Students may refer to the pictures and examples of natural resources used earlier to help in the identification of possible products.

Session 2

1. Direct students to cut out the "Resource" and "Product" cards from each of their two worksheets. Ask each group to write the group member names on the back of each of their cards so that they will not get lost.
2. Students should turn their cards over and shuffle them well. One student will distribute 3 cards to each group member.
3. Students will search for matching pairs of natural resources and the items that they produce by first looking in their hands to see if they have any matches. If a student has any matches, he/she will lay them in a pile next to him/herself.
4. The students will then take turns asking each other for either a natural resource ("Do you have a steel card?") or its match ("Do you have a product made from steel?"). If the student does have the requested card, it must be surrendered to the opposite player. If the player does not have the requested card, the other player must take a card from the pile of remaining cards and try to make a match.
5. The player with the most pairs is the winner.
6. After playing the "Natural State" game, regroup the class and take a natural product from one deck and ask the students how they think their world would be different if that item were not available. Have the students conduct a Think-Pair-Share to discuss this topic.
7. After this discussion, ask each student to select a natural resource from the reverse of the Arkansas quarter.
8. Students should reflect independently and then write a story, on lined paper or in their journals, about how an average day would be different for them if that resource were not available.

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The Natural State

ENRICHMENT/EXTENSION

As a class, examine life on a farm or ranch. Invite a guest speaker to speak to the impact of harvesting on the land, the people, the community's way of life, and/or other factors. Discuss the impact of farming or ranching on other factors, such as home building or transportation, and have students work in groups to develop posters describing the relationships that they uncover.

DIFFERENTIATED LEARNING OPTION

Provide pictures or video about the process a natural resource undergoes to become a different product.

HPC CONNECTION

Even the filament in a light bulb requires the use of a natural resource! Visit Thomas Edison in HPC's Time Machine: Industry and Expansion (1877-1900) to learn more about this man-made material that helps us see, even when it's dark! (http://www.usmint.gov/kids/index.cfm?Filecontents=/kids/timemachine/index.cfm)

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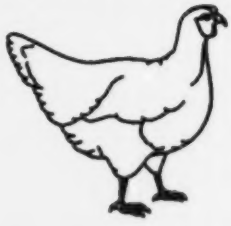
Natural State Cards (1)

RESOURCE: CHICKEN



1

RESOURCE: COTTON

2

RESOURCE: IRON ORE

3

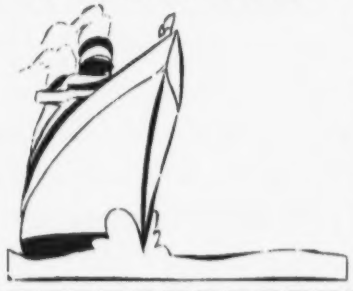
PRODUCT: EGG

1

PRODUCT: CLOTH

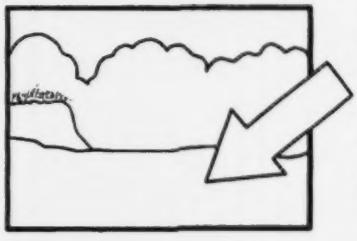
2

PRODUCT: STEEL



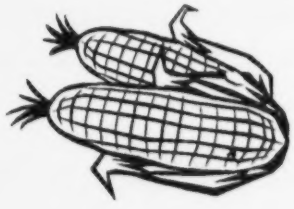
3

RESOURCE: SAND



4

RESOURCE: CORN

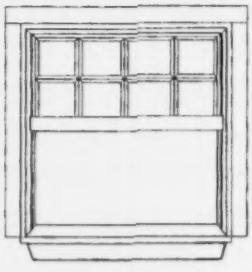


5

RESOURCE: OIL

6

PRODUCT: GLASS

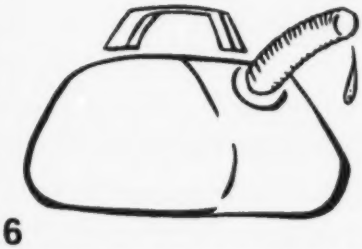


4

PRODUCT: POPCORN

5

PRODUCT: GASOLINE



6

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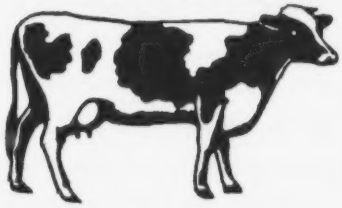
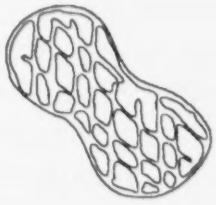
Natural State Cards (2)

RESOURCE: WATER 7	RESOURCE: TREE 8	RESOURCE: COW  9
PRODUCT: _____ 7	PRODUCT: _____ 8	PRODUCT: _____ 9
RESOURCE: WHEAT 10	RESOURCE: PEANUT  11	RESOURCE: ORANGE 12
PRODUCT: _____ 10	PRODUCT: _____ 11	PRODUCT: _____ 12

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Arkansas Quarter Reverse

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6: A Fraction of the Cost

OBJECTIVE

Students will use various coin denominations to explore the concept of fractions.

MATERIALS

- "Coin Value Spinner" handout
- "Fraction Circles" worksheets
- Scissors
- Brads (to assemble spinner) (1 per pair)

PREPARATIONS

- Make copies of the "Fraction Circles" worksheet (1 per student).
- Make copies of the "Coin Value Spinner" handout (1 per pair).

GROUPINGS

- Whole group
- Pairs

CLASS TIME

Two 30- to 45-minute sessions

CONNECTION

Mathematics

TERMS AND CONCEPTS

- Fractions
- Coins
- Nickel
- Dime
- Quarter
- Half dollar
- Dollar

BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Equal parts of a whole
- Coins and their value

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Charting Coin Values and Quantities

STEPS

Session 1

1. Distribute the "Fraction Circles" worksheets to each student.
2. Review with the students the value of each coin, from the nickel to the dollar. Write each coin's value on the board as it is discussed.
3. Explain to students that coins and their values can be expressed as fractions. Since "cents" are units that make up a dollar, the portion of one whole dollar that any coin represents can be written as a fraction. For example, five cents is equal to 5/100.
4. Referencing the fraction circles, hold up the whole circle and compare it to one dollar. Ask the students to locate the image of the dollar coin and cut it out. On the back, direct them to write this coin's value.
5. Hold up the image of a half dollar and ask the students to locate and point to this coin on their worksheet. Ask the students to cut out the image of the coin and write its value on the back.
6. Ask students how many fifty-cent coins are needed to make one whole dollar. On the back of the half-dollar image, direct the students to write the fraction represented by this coin.
7. Ask the students to locate and cut out the circle that shows this fraction. On each of the coin halves, the students should write "50¢."
8. Repeat steps 5 through 7 for each of the other coins.

Session 2

1. Instruct the students to cut their fraction circles into the pie shapes that represent the particular fraction (the halves fraction circle will be in two parts, etc.). Tell them to make piles for the four different types of fractions as they cut.
2. Place students in pairs. Model the instructions to the game:
   a. Students will assemble the "Coin Value Spinner."
   b. The object of the activity is to see who can create a whole unit or $1.00 first.
   c. Students place their whole circle in front of them and take turns spinning the coin value spinner.
   d. They then place the corresponding fraction piece onto their whole piece if they can. Players should trade for equal fraction parts—2 dimes (two one-tenths) and a nickel (a twentieth) for a quarter (a fourth), 2 quarters (fourths) for a half dollar (a half), etc.
   e. The next player then spins and repeats the process detailed above.

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A Fraction of the Cost

f. Students take turns spinning, and the first person to create a whole unit or full dollar wins.

ENRICHMENT/EXTENSION

Divide the class into two teams and alternate asking fraction-related math questions (decide whether students can work as a group or can only answer if it's their turn) allowing them to use the chalkboard to figure the problem. When a team gets an answer correct, they can spin/roll and add to their team's fraction circle. Make sure that "trading down" becomes a part of the process: if a team fails to do so, the other team gets the turn.

DIFFERENTIATED LEARNING OPTIONS

- For an optional activity players start with a whole unit ($1.00) and subtract the amount that they roll. This forces them to trade in larger fractions for smaller ones (1/2 for 5/10.) This may be more appropriate for fourth graders.
- Student can also estimate and then check how many different combinations can make a whole unit ($1.00.)

HPC CONNECTION

As a follow-up to this activity, invite your students to try out the game described in the Teacher Feature called "Parts of a Whole." You can find this activity and many more in the Teacher section on the United States Mint H.I.P Pocket Change™ Web site! (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/TF_partsOfAWhole.cfm)

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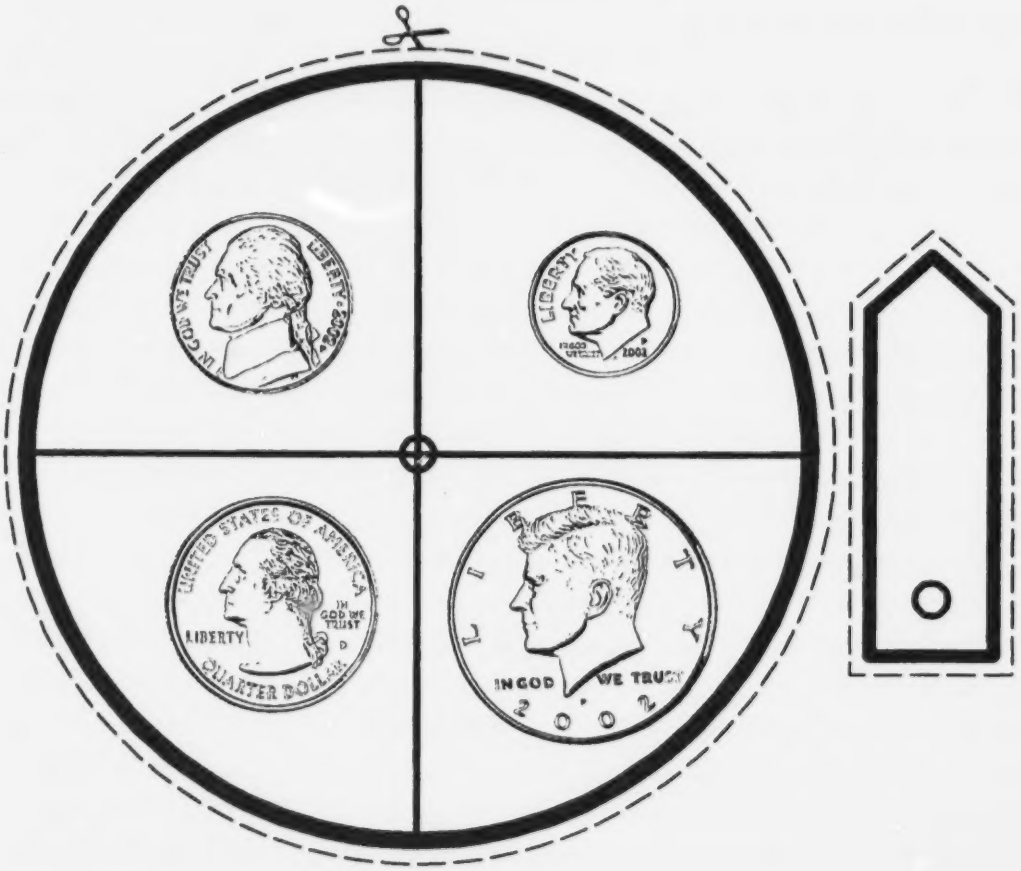
Coin Value Spinner



BEST COPY AVAILABLE

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Fraction Circles (1)

WHOLE

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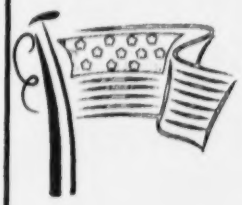
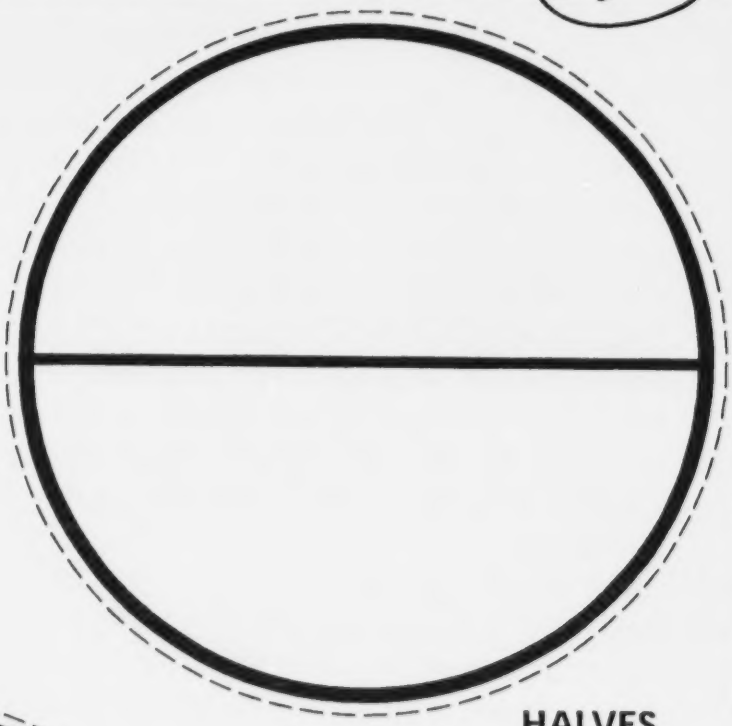


Fraction Circles (2)



HALVES

QUARTERS

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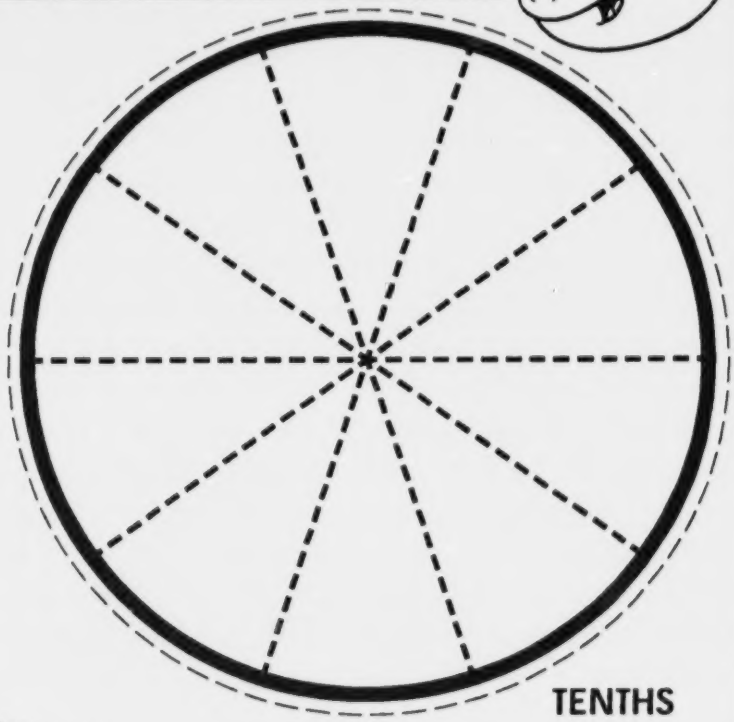
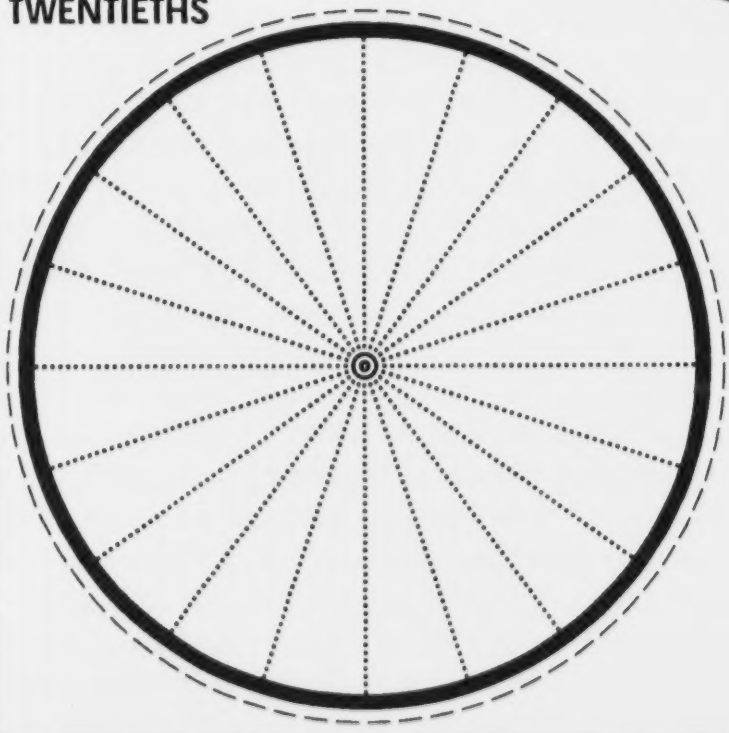
Fraction Circles (3)



TENTHS

TWENTIETHS



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State Information 2003 Quarters

Illinois

The Illinois quarter is the first quarter of 2003, and the 21st in the 50 State Quarters® Program. The Illinois quarter design depicts a young Abraham Lincoln within the outline of the state. A farm scene and the Chicago skyline appear on the left and to the right of the state's outline. Twenty-one stars border the coin, signifying Illinois as the 21st state to be admitted into the Union on December 3, 1818.

"The Prairie State," also commonly known as the "Land of Lincoln," pays tribute to our nation's 16th president. The young Lincoln lived and practiced law in Springfield before becoming one of our nation's greatest leaders. President Lincoln's historic home, burial site, and new presidential library are all located in the Springfield area. The final design, "Land of Lincoln—21st State/Century," represents the history and future of Illinois.

State Capital: ..... Springfield
State Bird: ..... Cardinal
State Tree: ..... White Oak
State Flower: ..... Purple Violet
State Motto: ..... State Sovereignty, National Union
Entered Union (rank): .... December 13, 1818 (21)
Nickname(s): ..... Prairie State
Origin of Name: ..... Algonquin for "warriors." Comes from the word "Illini," a confederation of the Cahokia, Kaskaskia, Michigamea, Moingwena, Peoria and Tamaroa Indian tribes.
State Song: ..... "Illinois"

Alabama

The Alabama quarter is the second quarter of 2003, and the 22nd in the 50 State Quarters Program. Alabama became the 22nd state to be admitted into the Union on December 14, 1819. The Alabama quarter design features an image of Helen Keller with her name inscribed in both English and Braille letters. The Alabama quarter is the first circulating coin to feature Braille. An Alabama long leaf pine branch and magnolias grace the sides of the design, and a "Spirit of Courage" banner underlines the central image.

Helen Keller was born at "Ivy Green" in Tuscumbia, Alabama, in 1880. When she was a small child, an illness deprived her of sight and hearing, the senses by which we normally learn to speak. Despite her disabilities, Helen Keller learned to speak and read using the raised and manual alphabets, as well as Braille. Miss Keller also graduated from college with honors, receiving her Bachelor of Arts degree from Radcliffe. She went on to publish numerous books, articles and essays. Helen Keller lived out her life addressing social issues for disabled persons and women. Every year at "Ivy Green," a weeklong celebration is held to commemorate her lifetime of accomplishments and her "Spirit of Courage."

State Capital: ..... Montgomery
State Bird: ..... Yellowhammer
State Tree: . Southern longleaf pine
State Flower: ..... Camellia
State Motto: ..... Audemus jura nostra defendere (We Dare Defend Our Rights)
Entered Union (rank): .... December 14, 1819 (22)
Nickname: ..... Yellowhammer State or The Heart of Dixie, The Cotton Plantation State, The Cotton State, The Lizard State
Origin of Name: ..... Means "tribal town" in the Creek Indian language or a combination of Choctaw "alba" (vegetation, herbs, plants) and "amo" (gatherer, picker). "Vegetation gatherers" describes the agricultural Alabama Indians.
State Song: ..... "Alabama"

Maine

The Maine quarter is the third quarter of 2003, and the 23rd in the 50 State Quarters Program. Maine became the 23rd state to be admitted into the Union, as part of the Missouri Compromise, on March 15, 1820. The Maine quarter design incorporates a rendition of the Pemaquid Point Light atop a granite coast and of a schooner at sea.

Pemaquid Point Light is located in New Harbor, and marks the entrance to Muscongus Bay and John Bay. Since the beginning of ship activity in the area, a shoal created hazardous navigation conditions, causing many shipwrecks. As maritime trade increased in the area, so did the need for a lighthouse. In 1826, Congress appropriated funds to build a lighthouse at Pemaquid Point. Although the original building was replaced in 1835, and the original 10 lamps in 1856, the light is still a

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beacon for ships and remains one of Maine's most popular tourist attractions. The schooner resembles "Victory Chimes," the last three-masted schooner of the Windjammer Fleet. "Victory Chimes" has become synonymous with Maine windjamming. The Pemaquid Point Light design was chosen by votes from more than 100,000 Maine residents.

State Capital: ..... Augusta
State Bird: Black-capped Chickadee
State Tree: ..... Eastern White Pine
State Flower: ..... White pine cone and tassel
State Motto: ..... Dirigo (I direct)
Entered Union (rank): ..... March 15, 1820 (23)
Nickname: ..... Pine Tree State
Origin of Name: ..... Probably a reference to the mainland, as opposed to the many surrounding islands
State Song: ..... "State of Maine Song" or "State Song of Maine"

Missouri

The Missouri quarter is the fourth quarter of 2003, and the 24th in the 50 State Quarters Program. Missouri became the 24th state on August 10, 1821, as part of the Missouri Compromise.

The Missouri quarter depicts Lewis and Clark's historic Corps of Discovery navigating the Missouri River with the Jefferson National Expansion Memorial (Gateway Arch) in the background, inscribed "Corps of Discovery 1804–2004."

While much of the state's history is tied to the mighty rivers that flow through it, the "Show Me State" got its nickname because of the devotion of its people to simple common sense. In 1899, Rep. Willard D. Vandiver said "Frothy eloquence neither convinces nor satisfies me. I'm from Missouri. You've got to show me."

It is easy to imagine President Thomas Jefferson saying "show me" as he sent Lewis and Clark forth on their 1,500-mile trek into the uncharted Louisiana Purchase territory. Their 1,500-mile journey, which some claim was the greatest U.S. military expedition ever, began in St. Charles—just 20 miles west of St. Louis—and gave rise to America's westward expansion.

State Capital: ..... Jefferson City
State Bird: ..... Bluebird
State Tree: ... Flowering Dogwood
State Flower: ..... White Hawthorn
State Motto: ... Salus populi suprema lex esto (The welfare of the people shall be the supreme law)
Entered Union (rank): ..... August 10, 1821 (24)
Nickname: ..... Show Me State
Origin of Name: . Named after Missouri Indian tribe whose name means "town of the large canoes"
State Song: ..... "Missouri Waltz"

Arkansas

The Arkansas quarter, fifth and final quarter of 2003, is the 25th in the 50 State Quarters Program. Arkansas was acquired through the Louisiana Purchase and later became the Arkansas Territory before gaining statehood on June 15, 1836. The Arkansas quarter design bears the image of rice stalks, a diamond, and a mallard gracefully flying above a lake.

It is fitting that the "Natural State," Arkansas's official nickname, chose images of natural resources. Arkansas has an abundance of clear streams, rivers, and lakes...in fact, more than 600,000 acres of natural lakes. Arkansas is also known for its sportsmanship and attracts mallard hunters from across the nation. Visitors to Arkansas can search Crater of Diamonds State Park for precious gems including, of course, diamonds. The mine at Crater of Diamonds State Park reportedly is the oldest diamond mine in North America, and the only one in the United States open to visitors, who get to keep what they find. Visitors can also experience "Rice Fever" the way W.H. Fuller did when he grew the first commercially successful rice crop in Arkansas. Soon after, Arkansas became the leading producer of rice in the United States.

State Capital: ..... Little Rock
State Bird: ..... Mockingbird
State Tree: ..... Pine
State Flower: ..... Apple Blossom
State Motto: ..... Regnat populus (The People Rule)
Entered Union (rank): ..... June 15, 1836 (25)
Nickname: ..... The Natural State
Origin of Name: . French version of Sioux "acansa," meaning "downstream place" or "south wind."
State Song: ..... "Arkansas" or "Oh, Arkansas"

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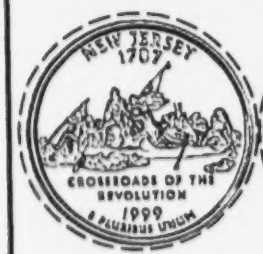

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The United States Mint

50 State Quarters Program

Release Year/State	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836

Release Year/State	Statehood Date
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

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